

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 190
Contact Name: Kelli Hulsey
Contact Phone No.: 919-542-3626 x23270
District/Charter Name: Chatham County Schools
Contact Title: Exec. Director of Testing and Accountability
Contact E-Mail: khulsey@chatham.k12.nc.us

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment [eligibility criteria](#) and the [North Carolina Alternate Assessment Decision Making Flow Chart](#) to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

We have special education staff that share information from NCDPI with IEP team members when there are questions and concerns about the appropriate placement of an EC student on the Extend 1 assessment.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☒ Yes

☐ No

Explain below:

We have special education staff that share information from NCDPI with IEP team members when there are questions and concerns about the appropriate placement of an EC student on the Extend 1 assessment. We now have protocol in place to have EC teachers to contact Central Services EC staff when considering moving students to an Extend 1 assessment. The Central Services staff members review the information with the EC teacher previous to an IEP meeting to ensure the necessary data and reports are available to discuss curriculum and testing options. The CCS EC Division completed a review of all students that were placed on the NCEExtend 1 currently to look for any irregularities around participation and appropriateness. The CCS EC department performs random audits of student's files that provide us additional opportunities to discover any inconsistencies or irregularities for participation and appropriateness.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Even though we have indicated "no" with this question, there are several outside, private agencies and medical programs that are in close proximity to our school district that have some impact on the number of students we have enrolled that are appropriate for accessing the Extend 1 assessment

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

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Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

We have special education staff that share information from NCDPI with IEP team members when there are questions and concerns about the appropriate placement of an EC student on the Extend 1 assessment. We now have protocol in place the have EC teachers to contact Central Services EC staff when considering moving students to an Extend 1 assessment. The Central Services staff members review the information with the EC teacher previous to an IEP meeting to ensure the necessary data and reports are available to discuss curriculum and testing options. We will additionally have a process in place this upcoming year to ensure student's are appropriately identified based on State and Federal policies, specifically looking at stuents who may qualify for MU, IDMO, IDSE, AU, etc, who may be impacted and possibly access the Extend 1 assessment.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

We have special education staff that shares information from NCDPI with IEP team members when there are questions and concerns about the appropriate placement of an EC student on the Extend 1 assessment. We now have protocol in place the have EC teachers to contact Central Services EC staff when considering moving students to an Extend 1 assessment. The Central Services stff members review the information with the EC teacher previous to an IEP meeting to ensure the necessary data and reports are available to discuss curriculum and testing options. We will additionally have a process in place this upcoming year to ensure student's are appropriately identified based on State and Federal policies, specifically looking at stuents who may qualify for MU, IDMO, IDSE, AU, etc, who may be impacted and possibly access the Extend 1 assessment.

Section 4: Resources and Technical Assistance

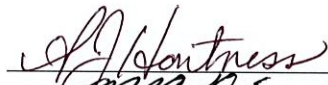
What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

We are asking that NCDPI please continue to send updates to any testing and accountability items that impact EC and assessment. We also ask that NCDPI please consider providing additional PD or supportive technical assistance to districts and IEP teams when any changes happen in policy or procedures.

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Signatures

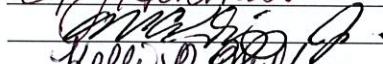
Superintendent/Charter School Director



Date

5-30-19

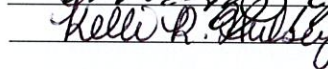
Exceptional Children Director/Coordinator



Date

5-30-19

LEA/Charter School Test Coordinator



Date

5/30/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.